

# Pupil premium strategy statement



## School overview

Metric	Data
School name	All Saints CE Infant and Pre-School
Pupils in school	90
Proportion of disadvantaged pupils	27% (24/90 pupils)
Pupil premium allocation this academic year	£32,280 (Current plan £39,959)
Academic year or years covered by statement	2020-23
Publish date	November 2020
Review date	September 2021
Statement authorised by	Joanna Redfern
Pupil premium lead	Joanna Redfern
Governor lead	David Mills

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading end of KS1	55.6% (5/9 pupils)
Writing end of KS1	44.4% (4/9 pupils)
Mathematics end of KS1	66.7% (6/9 pupils)

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve oral language skills for all DPs, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions.
Priority 2	Ensure all DPs learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions.
Barriers to learning these priorities address	Quality first teaching and evidence-based interventions lead to accelerated progress for DPs.
Projected spending	£5000 (CPD for all staff, including training and coaching in reading and phonics);

	£15,756 (small phonics booster groups; 1-1 support for phonics).
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### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Most DPs to achieve expected in reading by the end of KS1.	September 2023
Progress in Writing	Most DPs to achieve expected in writing by the end of KS1.	September 2023
Progress in Mathematics	Most DPs to achieve expected in mathematics by the end of KS1.	September 2023
Phonics	Most DPs to achieve the standard in the Phonics Screening Test.	September 2023
Attendance	Overall attendance of DPs to be at least 95%.	September 2023

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Implement and evaluate the impact of speech and language interventions for DPs (listening groups, narrative groups, NELI, Talkboost).
Priority 2	Implement and evaluate the impact of phonics, Switch On, and Reading Recovery interventions for DPs.
Barriers to learning these priorities address	Accelerating delayed speech and language skills, leading to catch-up in reading.
Projected spending	£10,000 (implementation of Switch On, NELI, Talkboost; senior leader evaluation time); £325 (Literacy Volunteer).

### Wider strategies for current academic year

Measure	Activity
Priority 1	Increase the capacity of the Pastoral Leader to work with the families of pupils who are persistently absent.

Priority 2	Improve DP behaviour for learning through quality first teaching (staff CPD) and small group interventions with the Pastoral Leader.
Barriers to learning these priorities address	Improved attendance at school and readiness for learning.
Projected spending	£7878 (Pastoral Leader additional half day/week for small group interventions; Pastoral Leader additional half day/week for the monitoring of persistent absence); £1000 (staff CPD on behaviour for learning and metacognition).

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	The challenging behaviour of a minority of pupils interrupts the flow of teaching.	Senior Leaders to support staff with behaviour management – agreeing whole school routines and reviewing policies as necessary.
Targeted support	Staff absence means that staff delivering targeted support cover classes.	Deputy Head non-class based to allow additional capacity.
Wider strategies	Families of pupils who are persistently absent are unresponsive, especially during lockdown periods.	Continue to work closely with LA teams to create maximum capacity.

## Review: last year's aims and outcomes

Aim	Outcome
Oral language skills are improved for all DPs, with a particular focus on those in the EYFS.	Observations in the autumn and spring terms demonstrated that teaching strategies were effective in developing language and vocabulary, especially in the EYFS. 80% reception DPs were anticipated to achieve GLD in 2020. To be continued this year.
Levels of emotional well-being improve so that learning can take place.	To be continued this year.
DPs who are lower attaining/ have identified SEND make accelerated	To be continued this year.

progress and most catch up with their peers.	
Attendance rates for DPs are increased and persistent absence is reduced.	Attendance panels improved the attendance of a few persistently absent pupils prior to lockdown by between 10 and 20%.
Home/school relationships are strong and positive, which enhances home learning environments for DPs.	Online teaching, the use of See Saw and weekly phone calls to parents/carers during lockdown ensured all parents/carers had regular contact with school. School staff say that relationships improved and feedback from parents/carers suggests the same.